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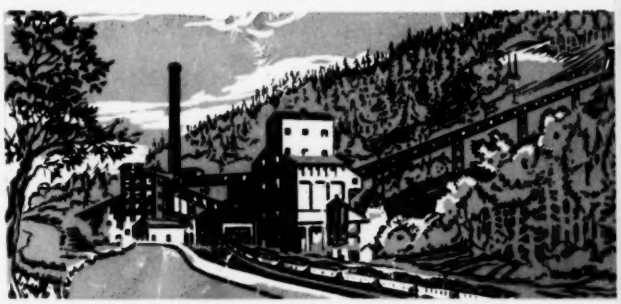

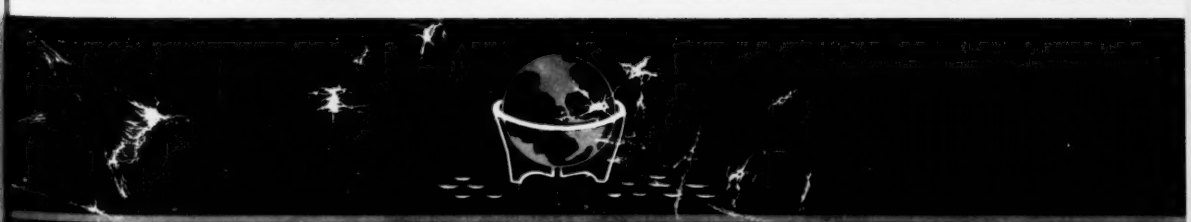

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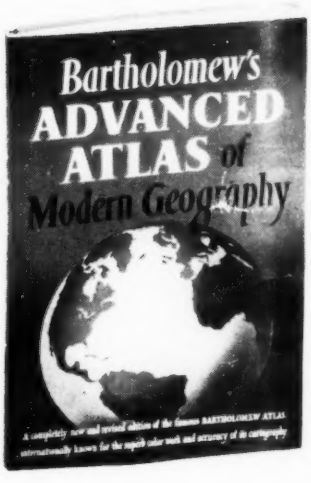

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CONTENTS FOR SEPTEMBER, 1953

Batabanó—Cuba's Chief Fishing Port. By Robert Alan Atkin 221

Dr. Atkin has taken his B.A. and M.S. in the field of geography at the University of Tennessee. The article is based upon field research.

Geography Readiness for Children Ages 5-8. By Dawson E. Lemley 233

Dr. Lemley received his Ph.D. from the University of Pittsburgh. He served for 12 years as Supervising Principal of Falls City Consolidated Schools, Falls City, Pennsylvania, and five years as Elementary Principal of Schools in Connellsville City, Connellsville, Pennsylvania. He is now Professor of Geography at State Teachers College, West Chester, Pennsylvania.

A Sixth Grade Travels in Lands Overseas. By Loraine Dean 239

Mrs. Loraine Dean teaches in the intermediate cycle, Oak Park Elementary Schools. The play is original and was written by the pupils and teachers and has been used successfully by other teachers. Mrs. Dean uses her sixth grade geography as a core for her teaching. She is a graduate of Iowa State Teachers College in Elementary Education.

Is It Essential for the American Student to be Geographically Informed? By Adelbert K. Botts 248

Dr. Botts is Professor of Geography, State Teachers College, Trenton, New Jersey, and is the Coordinator for New Jersey in the National Council of Geography Teachers.

The Importance of Human Geography in Secondary Education Today. By John Wesley Coulter 250

Dr. Coulter is Professor of Geography, University of Cincinnati. This article and the accompanying resolution were in part prompted by the experience of Dr. Coulter during a year and a half on the Secretariat of the United Nations.

Televising Geography. By Mildred Danklefsen 253

Miss Danklefsen is Instructor of Geography at Western Reserve University at Cleveland. She is chairman of the Committee on Television in the National Council of Geography Teachers.

Annual Meeting of the Thirty Ninth Year Geography and Citizenship. By Henry J. Warman 258

Geographical Publications 261

Books and Pamphlets Received 264

Contents of the JOURNAL are indexed regularly in the *Educational Index to Periodicals.*
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BATABANÓ—CUBA'S CHIEF FISHING PORT

ROBERT ALAN ATKIN
University of Tennessee

THE SETTING

Altho Cuba is dominated agriculturally and economically by the production of sugar, a large part of the population is engaged in the pursuit of a number of lesser activities—one of which is fishing. Studies have been made of several of the more important minor activities such as tobacco farming and mining; however, little has been written on the commercial fishing industry. Of the several small fishing ports on the island of Cuba, the most important is Batabanó.

Batabanó is located on the southern coast of Cuba about 30 miles by automobile across the island from the capital city of Habana (Fig. 1). Situated on the Gulf of Batabanó, the town possesses both highway and railroad connections with the interior. The town is a port-of-call for coasting steamers and is the nearest port in Cuba for receiving cargo from the Isle of Pines.

Batabanó is located on the southern coast of Cuba, southeast of Habana. The town is actually composed of two parts. The northernmost part of Batabanó lies about two miles inland and functions purely as a market town for the surrounding countryside. The settlement on the coast, known to the local inhabitants as Surgidero de Batabanó, the Spanish word Surgidero meaning anchoring place, is officially designated Surgidero de Batabanó. The settlement on the coast functions as the port for Batabanó and at the present time is larger than the inland portion of the town. Locally, both settlements are known by the name—Batabanó, and in the interests of convenience the port settlement, of which this paper is a study, will be referred to as Batabanó.

The site of Batabanó was occupied at one time by an unhealthy Siboney Indian village called "Matabano," an Indian word mean-

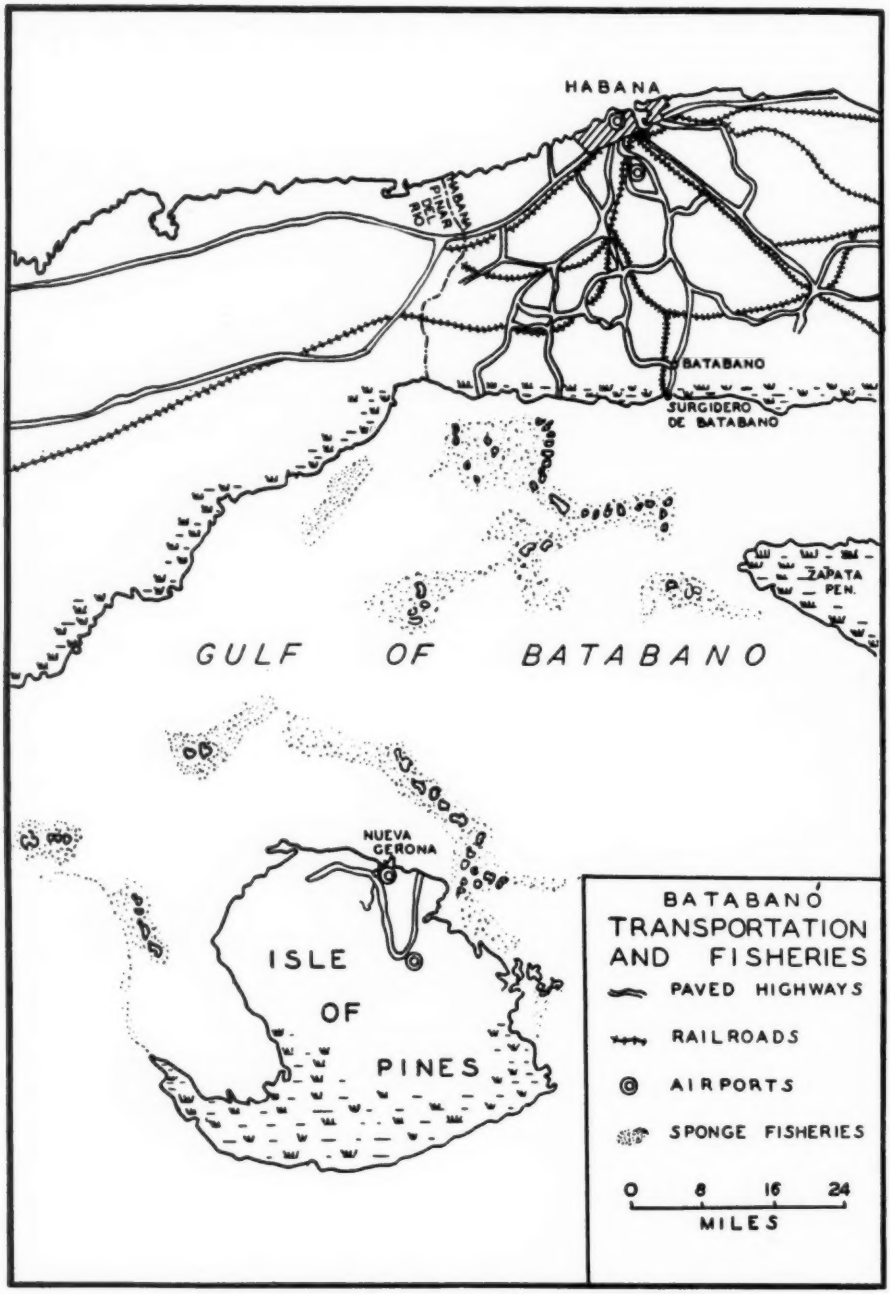

FIG. 1. The relative location of Habana, Batabanó and the Isle of Pines.

ing "Residence of the Indian Chief." In 1514 a town was founded here by Diego Velasquez and named San Cristobal de la Habana. Some years later this name was transferred to a settlement on the north coast, which has since developed into the modern capital city of Habana. The old settlement on the south coast assumed the name Batabanó, a corruption of the name applied to the former Indian village. Altho the town of Batabanó has existed for more than four centuries, unfavorable conditions, largely geographic in nature, have made it impossible for the town to develop any large measure of importance.

The Cuban coast, about 2,500 miles in length, is much indented, with a number of fine harbors and anchorages. An exception to this condition is found on the southern coast bordering the Gulf of Batabanó. The many coral reefs, chains of islets and coral keys which fringe this part of the island, make navigation difficult and dangerous, and in some places prevent access to the coast. At Batabanó the coast is low and fringed by swampy land, and there is no inclosed harbor. A one and one-half mile canal and two piers are man-made substitutes and provide a home for the fishing fleet and dockage for larger ocean going vessels.

Batabanó today has 5,695 inhabitants, most of whom derive a livelihood from agriculture and fishing. Racially, the inhabitants are dominantly white Cuban. The Cuban Census of 1943 lists 4,641 as white Cuban, 498 mestizo, 377 Negro, 140 foreign white and 39 yellow. The language of the population is Spanish, and very little English is known or understood.

The commercial section of the town is three blocks long, located along the highway (Route 38) which leads from the railroad pier to the city of Habana. Business houses are located on each side of the street. Among the establishments are two hotels which cater to tourists, the courthouse, theater, church, several food and clothing stores, a railway station and the bus terminal. Along the street on the waterfront, and at right angles to the highway, are located the sponge factories and fish canneries (Fig 2).

The homes of the populace are typically Spanish in every respect. Those of the better class of people are made of sundried brick covered with stucco. The roofs of these houses are made of (half cylinder) tiles. The interiors are well lighted as there are many windows. These windows are shuttered so that they can be closed during the hot days. Floors are of stone or concrete. Tho

these houses are better than the typical thatched roofed huts of the very poor they are far from being equal to many homes in the larger cities of Cuba. Some of the waterfront houses are unbelievably poor (Fig. 3). The goat is the favorite animal of the poor and a familar sight on the streets of Batabanó.

The economic importance of Batabanó lies almost wholly in its fishery resources, and fishing is the chief occupation of the inhabi-

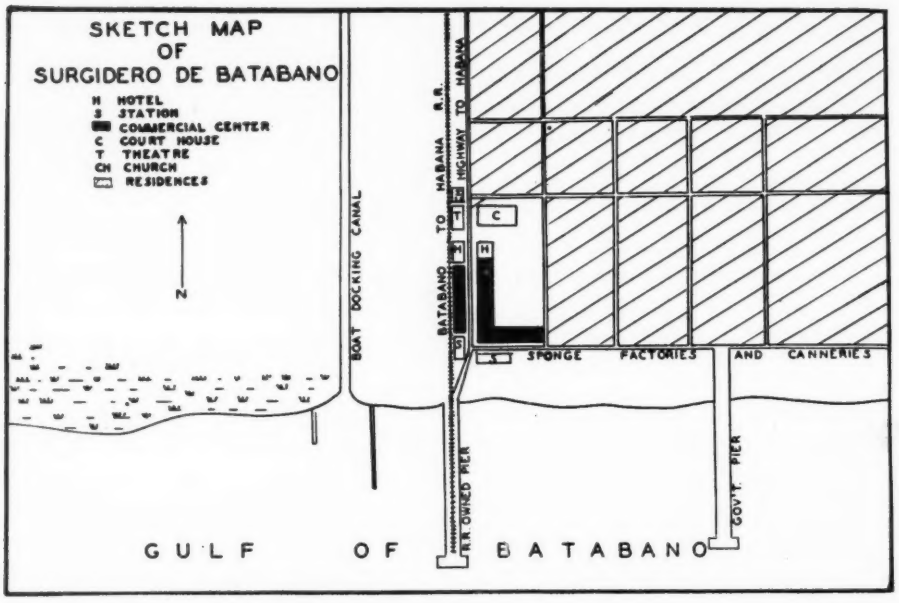

FIG. 2. Sketch map of Batabanó. Note the two piers and the boat docking canal.

tants. However, during the sugar cane harvest (between December and April) many people engage in part-time work in the cane fields or in the sugar central. The nearest central to Batabanó is about 12 miles away. Some of the population also work on the adjacent keys cutting mangrove roots and lumber for processing into charcoal.

In addition, the town is important as a shallow water port for both the Isle of Pines and for the small fishing towns and villages of the south coast provinces of Pinar del Rio, Matanzas, Habana and Las Villas. Batabanó, with its rail and highway connections, serves as the chief point of communication with the capital city and the remainder of Cuba. Contact is maintained thru shallow water fishing schooners and vessels carrying charcoal, hardwood lumber, produce and supplies.

FIG. 3. A typical waterfront house in Batabanó.

THE FISHING INDUSTRY

Batabanó leads the entire island of Cuba in fishery products.[1] Fishing is carried on in the large shallow-water area (8000 square miles) of the Gulf of Batabanó—the most extensive shallow area off of the Cuban coast. These waters extend between the two promontories at the edge of the Gulf, Cape Frances on the west and Golfo

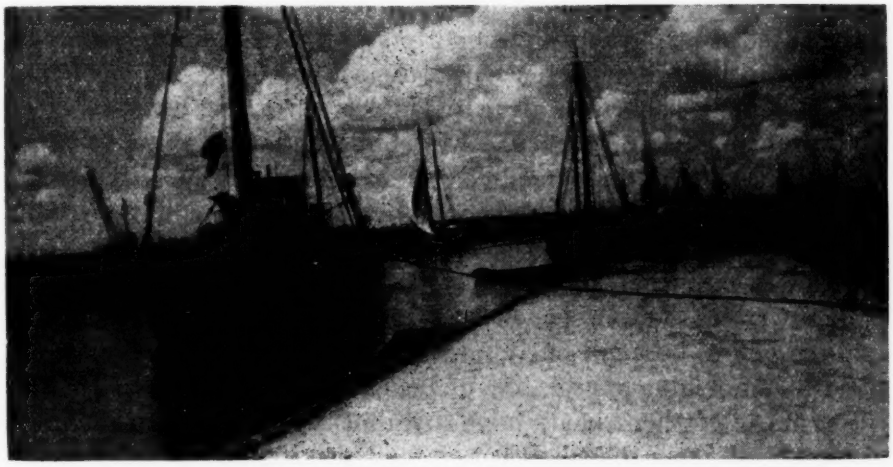

FIG. 4. Fishing vessels tied up in the boat-docking canal. (see Fig. 2.)

Cazones on the east, and from the main island southward to the Isle of Pines (Fig. 1). The average depth is only seven fathoms (42 feet). Numerous coral reefs and islands (cays or keys) dot the waters (Fig. 1).

[1] Preston E. James, *Latin America* (Rev. Ed.; New York: The Odessey Press, 1950), p. 695.

The species of fish caught and landed at Batabanó are many and varied. More than 450 species of edible fish are taken in Cuban waters. Of these, only a relatively few are economically important at the present time. The bulk (more than 85 per cent) of the Batabanó catch consists of groupers, snappers, mutton fish, yellow tail, kingfish, sardines, mullet, bonito, swordfish and sponges. Frog legs are important, frogs being caught in the coastal swamps. There are 12 species of sharks which are valuable commercially because of their skins and oils. Shellfish are caught in sizeable quantities, and include moro crabs, spiny lobsters, shrimp, oysters, turtles and mussels, however, most of these shellfish are landed at fishing ports other than Batabanó.

The most heavily-exploited species at Batabanó are the bottom forms and the reef fish. While a great number of coastal-pelagic forms such as sardines, Spanish mackerel, jacks, robalo, drums and croakers are present, the types of gear in use do not capture great numbers.

An exact figure for the number of fishermen working out of Batabanó is unobtainable, but reliable estimates place the number of full-time fishermen in Cuba at about 40,000. This number is augmented considerably by numerous part-time fishermen and by others who fish for subsistence purposes.

The Cuban fishermen are capable, hard working and are excellent seamen. Their boats are well built and well kept, for they seem to take a definite pride in their work. However, the living conditions of this class, as viewed by the writer, could certainly be improved.

The fishing craft docking at Batabanó are of various types ranging from 150-ton schooners, equipped with auxiliary engines and ice boxes, to small one-man sailboats or rowboats. In general, most of the fishing vessels are of the schooner type, equipped with sails. Many of these boats have installations of auxiliary engines, either gasoline or diesel. When extended trips are taken, fish are kept in live wells or packed in crushed ice in the hold. The smaller and medium-sized boats are used for sponge fishing most of the time and are designed primarily for this activity. Practically all of the large vessels used in Cuba are concentrated at Habana and Batabanó. Future expansion of the pelagic fisheries will probably result in new types of craft being introduced.

All of the Cuban fishing vessels are built of wood and most of them were constructed in Cuba. The Cuban ship-builders are experienced and most any type of fishing vessel can be built.

Practically all of the commercial catch taken at Batabanó is by antiquated methods of small boats, hand nets and lines, small beach seines, cast nets and fish pots. These methods stress the fisherman as an individual rather than as a team or group utilizing mechanized or mass-production equipment. It was observed that purse-seines, otter trawls and other types of mass-production apparatus were lacking. This would tend to indicate that the average yield of the Cuban fisherman is small.

At Batabanó, the majority of the fishing boats use short haul seines, which they employ on the outlying cays and shallows in order to capture the various snappers, grunts and hinds. They also use handlines at times.

In the shallow waters near the reefs, the spiny lobsters are taken by hand with long-handled dip nets which have a long-bagged net hung from an offset hoop. The hoop is placed over the lobster and, since these crustacea practically always rise when disturbed, they become entangled in the bag. The net is then swept horizontally, closing the bag over the hoop and thus preventing the escape of the animal. A great many lobsters are also taken in pots and occasionally in haul seines or in castnets.

There are seven fish canneries in Cuba—two located at La Coloma, one at Casilda, one at Nueva Gerona (on the Isle of Pines) and three at Batabanó. The first cannery in Cuba dates only from 1940; the initial cannery at Batabanó was opened during 1944 and the cannery on the Isle of Pines was built in 1945. Two of the canneries at Batabanó specialize in spiny lobster while the other prepares an excellent grade of bonito. Tho the canneries are small and all of the products are quite acceptable, there is only a limited local demand in Cuba for lobster, and therefore nearly all of the product is shipped to the American market. The daily production is small, probably not exceeding 100 cases. There is a modern freezing plant in Batabanó and another larger one in Habana.

At times some of the fish landed at Batabanó, particularly groupers and snappers, are salted at Habana. Reportedly there is some salting of shark meat, and definite possibilities exist for a salting industry if the fish can be procured in sufficient and regular supply.

THE SPONGE INDUSTRY

Sponge fishing has been the outstanding source of income for Batabanó since about 1880, when attention was first called to the immense number of sponges growing in the waters between the town and the Isle of Pines (Fig. 5). In 1883, the first sponge shipment from the Batabanó area was made to Spain.[2] The increased use of sponges in both the automotive and paint trades has advanced the demand for sponges on the world market.

It was soon found that the quality of Cuban sponges compared favorably with those from the Mediterranean Sea and areas off the coasts of the Bahamas and Florida. Merchants and fitters of small vessels at Batabanó worked very actively in the business of

FIG. 5. Sponges in the yard of a Batabanó dealer.

placing them on the world markets. Thus was the Batabanó sponge industry born. For many years it processed and baled practically 98 per cent of the entire Cuban sponge production.[3]

On the average, before World War II, Batabanó and other small producing areas on the north coast of Cuba produced about $500,000 worth of sponges, but in 1944 the value rose to more than a million dollars. This increase in value, however, was entirely due to higher prices in the United States, whereas the quantity of sponges declined sharply as a result of a disease (sponge virus or

[2] Personal communication from the American Embassy, Habana, Cuba, November 30, 1951.

[3] *Ibid.*

"blight") in the sponge beds, hurricanes and injury to already depleted sponge banks by constant unsupervised fishing.

The health of the sponges is no light matter to the villagers of Batabanó, for the lives of most of them are regulated directly by the size, shape and quantities of sponges dragged up from the shallow waters of the Gulf of Batabanó, some miles offshore.

Batabanó is known as the sponge capital of the world, a title held from near the beginning of the industry some 80 years ago. A few years ago the title became empty indeed when a strange blight killed off sponges by the millions. Day after day the wind-driven fleet of sponge-fishing boats would put to sea, headed for the fishing grounds 15 to 30 miles offshore, where sponges at one time had crowded each other for space on the undersea floor. Time after time the boat crews would bring up what looked to be a fine, healthy sponge, only to have it drop into blight-rotted shreds almost before it was clear of the water.

To procure the sponges, fishermen rely on long poles 20 to 25 feet in length which are armed with steel hooks. Sponge fishing is carried on from small rowboats on skiffs, with a larger vessel as a base. The crews of the rowboats are each composed of two men. One man maneuvers the rowboat and the other, lying prone on the stern, peers into the depths with a water glass. The pole is laid horizontally, and it is balanced in a Y-shaped crotch which stands vertically in the skiff. This crotch is about two feet high. When a suitable sponge is discovered, the boat is maneuvered into position; and, at the correct moment, the fisherman kicks the pole upward, thus destroying its balance and causing the hooked end of the pole to slide into the water. As soon as this occurs, he guides the pole to the sponge, hooks it, and then raises the sponge to the surface. Often the hook fails to dislodge the firmly attached sponge or tears it, rendering it of little value. It is evident that this type of fishing calls for excellent judgment and coordination. When a pile is collected, the plant-like animals are taken back to the schooner and dumped in water tanks. The crew must clean and dry these sponges while still at sea, making them ready for market.

At Batabanó, a sponge auction is held every month. The catch is arranged in long rows on the sidewalks of the village and is subjected to long and careful scrutiny by prospective buyers from all parts of the globe.

Dealers, in buying sponges, consider size, shape, softness, firmness, durability, resiliency, absorptiveness and color. No one

sponge will satisfy all these requirements. In the Caribbean, spongers classify their catch under the following varieties: 1. wool, 2. velvet, 3. reef, 4. hardhead, 5. yellow and 6. grass. Each variety may be divided into several grades. Wool and velvet sponges, for cleaning automobiles and washing walls. Reef and hardhead sponges are smaller than any other type, tho of reasonably fine texture and generally with a good body. The hardhead with its harsher fiber is used principally for industrial purposes. The reef, with its softer fiber, is used for surgical and toilet purposes. Yellow variety, with neither the texture nor the body of the other two types, and grass sponges, probably the poorest type, are used chiefly for rough cleaning purposes.

The owner of the sponging boats gets one-quarter of the gross receipts, which, in normal times, average about $600 per voyage. The remainder goes to the crew, but from this amount the men must pay their expenses which come to about $200 a trip. After the various deductions are made, each fisherman has earned about $25 for two or three weeks of hard work at sea.

With the advent of the sponge blight Batabanó's prosperity changed to poverty, and men who knew nothing but sponge fishing either went hungry or drifted away to take menial jobs wherever they could find them. Only a few continued their quest for sponges. As time passed sponge fishermen noticed that the few sponges they dragged up were generally more perfect than the average quality before the blight. Then after a few years, the quantity began to increase, and the quality remained definitely high. The blight had evidently run its course and had killed off all but the most perfect types. The yearly yield is still far below what it was once, but it is increasing steadily.

The present outlook for the industry is unpredictable. The acuteness of the situation is evidenced by the fact that except for five small sponge factories, all of the old Batabanó sponge firms have discontinued business.

Entrepôt for the Isle of Pines

The Isle of Pines is 66 miles from Batabanó. Altho the closest mainland to the island is only 33 miles away in the province of Pinar del Rio, Batabanó serves as the entrepôt for island products. A small steamer leaves the town of Batabanó for Nueva Gerona, the capital of the Isle of Pines, three times a week (Fig. 6). The crossing is made at night since loading of cargo is done more easily

FIG. 6. The boat from the Isle of Pines. It is unloading a cargo of grapefruit and watermelons.

during daylight hours. Except for the shipment of a small amount of perishable foodstuffs by air, all commercial production from the island leaves via Nueva Gerona and enters Cuba thru the port of Batabanó. From Batabanó the products are trucked or sent by rail to Habana where they are distributed within Cuba or exported to the United States (Fig. 7).

FIG. 7. A cargo of sweet potatoes from the Isle of Pines being loaded at Batabanó. The cargo has just been unloaded from the Isle of Pines boat and is being trucked from the vessel to the railroad for forwarding to Habana.

The present population of 10,165 on the Isle of Pines derives a livelihood mainly from the production of citrus fruits and vegetables for export. Grapefruit is the principal product. It is estimated that present commercial groves on the Isle of Pines consist of about 1,000 acres of grapefruit, 400 acres of oranges and a considerable acreage of limes. The especially important vegetable products grown for winter export to the United States are tomatoes, lima beans, eggplant, peppers, okra, cucumbers and potatoes. In addition, important shipment of cucumbers to the United States by air takes place during the months of May and June.

The entrepôt function of Batabanó creates considerable business activity in the port section of the town. Altho only a few of the inhabitants are employed directly on the steamer, many are employed in the transhipment services from boat to rail, or boat to truck, and the hotels and other business establishments profit indirectly as a result of the trade.

SUMMARY

The outlook for Batabanó is not very encouraging. Formerly, the town enjoyed a greater measure of prosperity thru the exploitation and transportation of the hardwoods from the forests of Isle of Pines and the Zapata Peninsula, and the fishing of its sponge banks. At present, Batabanó is confronted by difficult economic conditions. The forests on the Isle of Pines and the Zapata Peninsula are depleted, as are the sponge fishing banks in the Batabanó area. During the sugar harvesting season the working population of Batabanó migrates to the cane fields. Others leave and engage in the cutting of mangrove roots and lumber in adjacent keys for the making of charcoal to supply Habana and other nearby towns and cities in the Province.

The immediate prospects for the industrialization of Batabanó and its environs are poor. Bonito and lobster canning in the Batabanó area continues to be a precarious enterprise. Competition afforded by the imports of canned fish from abroad and lack of capital are some of the more important factors which hinder the development of an important canning industry in Cuba.

Formerly, the Batabanó sponge industry employed about 172 vessels, 1,300 fishermen and about 200 workers for trimming, sorting and baling. Today, the industry is much smaller, and its future is unpredictable.

There are a few brighter aspects in the future of Batabanó even with the decline of the sponging industry. The town will continue to act as a terminal for incoming and out-going intransit cargo between the Isle of Pines and Habana. The fishing industry, other than sponging, may increase as more facilities are provided. The town also has potentialities of becoming a mecca for game-fishing, and of increasing in importance as a recreational and tourist center. Lastly, sponging may regain some of its former importance, especially if adequate steps are taken for full protection of the sponge beds.

GEOGRAPHY READINESS FOR CHILDREN AGES 5-8

DAWSON E. LEMLEY
State Teachers College, West Chester, Pa.

It will be the aim in this brief article to show that formal teaching in geography should follow a well-planned readiness approach. One cannot dispense with the idea that readiness is very important for the beginner in reading and writing, but for the beginner in geography apparently teachers believe readiness appears to come thru intuition or mere magic. However, such is not the case. The kindergarten child should have access to a globe, turning it to see the earth as it actually exists; and furthermore to show playmates where he lives by drawing representations in a sand table to show streets, alleys, roads and the like. If we consider the child as a living, dynamic organism responding to the feelings, affections and color of his environs, then we must set the stage for his learning in a most wholesome manner.

For a long time it has been the common reaction among some educators that we are not consistent in our approach to teaching the common learnings. No one in this day and age would attempt to teach the child formal arithmetic or reading the first day he started to school; but in a larger sense that is exactly what we are attempting to do in geography. The average public school child is introduced to the study of formal geography in the fourth grade with little or no preparatory training in the previous grades. By formal geography I mean the use of map scales, map patterns, place loca-

tion on maps, elementary regional geography, the position of the sun at different times of the day and the resulting influences of the sun on our daily lives. It is pretty general that many geography stories are used to supplement the reading program, but what percentage of these stories are drawn out to show definite relationships to the cultural and natural environment of people? It does seem apparent that a great gap exists between the learning activities on the one hand and the preparatory or culminating activities on the other. It is fortunate indeed that our public school children do as well as they do in geography when one is aware of the inadequate preparation they receive in formal geography readiness.

Many teachers feel compelled to comply with the local or state adopted courses of study which suggest that informal teaching of geography may begin in the latter part of the primary grades, and that formal teaching of geography must begin in the fourth grade. If we accept this premise, then we must be cognizant that the child has had little or no experience with the ruler; ascertaining distance; picture study thru landscapes; simple map making; or finding places on the globe to his own satisfaction. Usually, the fourth grade teacher takes the matter for granted, or attempts hurriedly to develop simple concepts,[1] which should have been done in previous grades in order not to delay formal teaching. It is not the purpose of this article to have the teacher spend an endless amount of time in the primary grades working on adult or advanced geographic concepts of cultural and natural environment beyond the mental level of the children. But emphasis should be placed on the simple geographic experiences of reading meaning into simple pictures, understanding scales, laying out paper routes in the sandbox to show simple relationships, and using simple colors for different physical aspects of the child's environment to show the beginning concepts of geographic understanding. All of which will expedite the understanding of geography when formal geography is introduced.

Assets of a Readiness Program

The writer feels that a readiness program will do the following:

Stimulates Growth. In the primary grades the child is a great

[1] Have you examined "Concept Chart . . . Geography Foundation Series" published by the Bobbs-Merrill Company?

explorer in his environment. His curiosity is aroused at the sight of pretty colors, pictures, objects and practical tools. To touch objects and to handle them intrigues him to the maximum. Every teacher should be aware of this and do everything in his power to fulfill the child's desire. It is indisputable that we learn thru our senses; and to deprive the child of this very necessary experience is to dwarf his possibilities of extended growth. The child should have the privilege under the teacher's supervision to turn the globe, ask questions about the colors, what the lines mean, etc. By the same token he should have the experience of handling maps, finding where he lives and locating places where probably distant relatives live. Perhaps some of the boys and girls have relatives who are traveling or fighting in distant lands beyond the seas, and to them questions will occur from time to time. This affords the teacher an excellent opportunity to direct learning activities. Geography, then, can become a living, dynamic subject that he can study for well-rounded growth.

Activates Learning. A good readiness program encourages learning. First, it increases the normal curiosity of the child and helps him to develop an inquiring attitude. Second, it stimulates his search for information and directs his activities toward purposeful exploration. Third, it teaches him to read accurately and helps him to arrive at sound conclusions.

A normal child is naturally curious about his surroundings. The things about him such as: Why the wind blows? Why does it get dark so soon after school ends? Why does the moon look so different at times? Many queries like this come to the child's mind and many more too numerous to mention. To an adult his questions may seem commonplace and insignificant, but to him they are important. Questions like the ones mentioned above indicate an "extreme" desire on his part to learn.

This natural curiosity on the part of the child properly reared provides an inquiring attitude so essential to learning. The wise teacher can and should capitalize on this to set up a good learning situation. A well-organized geography readiness program will awaken in the child deeper and more profound questions. Care must be taken that this spirit is not stifled or destroyed by neglect. The parent or teachers' answer "that curiosity killed the cat" has often destroyed the very purpose for which our schools are operating.

One of the essential goals of a first grade teacher is to prepare the child to read independently. This can be expedited greatly by encouraging the child to like stories, to read meaning into pictures, and to read meaning out of pictures thru examining the globe, looking at landscapes, asking questions about them, and feeling free to make examinations on his own. Sometimes a field trip climaxing an activity related to the child's experience will enhance the learning situation. The climate of the classroom will be much more pure and wholesome when the inquiries of the children have been satisfactorily met.

Broadens Experiences. A readiness program will help a child to broaden his experiences. It deals with things close to his life, such as food, clothing, shelter, people, playground, transportation and communication. The home and the school are the primary interests in the life of a kindergarten and first grade child. The second grade youngster is not only interested in the same things also, but in addition his horizon reaches out into the county, township and state, or perhaps the nation to a limited extent. By learning about all these things he is much better able to make contrasts and comparisons when the study of formal geography begins. Incidentally, much learning in citizenship can be made thru a study of pictures, landscapes, playlets, field trips and group discussions pertaining thereto. The self-expression of the youngster can be developed thru letting him tell about his trip to the zoo, park, or a visit with his relatives on the farm.

Improves Basic Skills. A readiness program will help the child develop the basic skills of reading for information, writing for communication, listening to follow directions and talking in an interesting manner to tell others of his pleasant experiences.[2] These are in addition to the habits formed in telling directions, discerning different types of clouds, drawing simple maps and explaining them to his friends.

To foster an inquiring mind and to train the child to become more observant of his surroundings are also essential. Furthermore, the spirit of working together with other children and having fun in doing it is not only fundamental to the acquisition of basic understandings, but also very necessary to get a good start in learning geography. The more opportunities the primary child has to express himself about things he likes, the better able he will be

[2] Ethel Pace. "Construction Activity Follows First Grade Geography Field Trip." JOURNAL OF GEOGRAPHY 52 (1953) 144-146.

to learn the art of language expression. This affords the teacher an excellent opportunity to correlate the work of geography with reading and informational learning.

ACTIVITIES PROGRAM FOR GEOGRAPHY READINESS

Condensed in outline form below are a few suggestions for activities for a geography readiness program:

I. Pictures

A. These should be related to or integrated with the reading readiness program. Children should be taught to see and objectify vicarious experiences thru their experimental background. The teacher's learning expectancy can only be as high as she understands the experiences of her pupils in terms of their immediate environment.

B. There are many good geographic pictures available for the first three grades. Perhaps the most compact and largest collection of geography pictures made to illustrate geographic concepts for ages 6-8 years is found in the Geography Foundation Series of books entitled *Through the Day* (first year), *From Season to Season* (second year) and *In Country and City* (third year). These books contain pictures to illustrate the basic geographic concepts listed in a concept chart.

II. Stories

A. Stories should be selected which are scientifically sound and illustrate geographic concepts, elements, landscapes, etc.

B. Some of the geographic items treated in children's books are: rivers, valleys, hills, weather, dress, houses, play.

C. Animal stories about Bre'r Rabbit, groundhogs, bears, wild geese, squirrels, owls, songbirds and others often contain sound geographic environmental information.

III. Games for kindergarten and first grade children such as:

A. "Nut and Squirrel" can be woven into a geographic concept of the story of the nut as a fruit and the tree as the home of the squirrel with his storehouse of food.

B. "Run Sheepie Run," "Hop Scotch," etc. can be related to the farmer and to people who live in other countries. These games draw wide contrasts.

SUMMARY

The above facts as set forth lead one to conclude that the following advantages can be gained from the readiness program for formally teaching geography. First, the child experiences the use of simple facts related to his environment in a manner which adds zest and encouragement to his inquiring mind. Second, the use of simple maps, globes, colors and watching the sun's activity creates a desire to read and explore the immediate environs. Third, the use of simple geographic concepts tends to activate his learning, broaden his experiences and improve his basic understandings of the skill subjects.

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II. Songs

1. "Fishie, Fishie, in a Brook"
2. "Over in the Meadow"
3. "The Happy Eskimo"
4. "Yo San"

A SIXTH GRADE TRAVELS IN LANDS OVERSEAS

LORAINE DEAN
Abraham Lincoln School, Oak Park, Illinois

Queen Mary Will Sail for Southampton
on September 24

Earn a Free Trip
(Details at Information Desk)

These phrases headlined the bulletin board on the first day of school. To the right of the board an information booth displaying some articles from the British Isles had been set up and the first student to arrive that morning served as clerk.

Questions soon filled the air. "Are we really going to take a trip?" "Where is Southampton?" "Why can't we sail right away?"

PURPOSE

As the sixth grade studied the nations beyond the seas, these purposes were basic:

1. To see why people do what they do, where they live and to see their actions as reasonable rather than peculiar behavior.
2. To try to help children develop their powers to see other places thru the eyes of people who live there.

TEACHER PREPARATION

1. A limited bulletin board display and exhibit motivated the project. Room was purposely left to encourage students to add related articles.
2. The reading bibliography contained stories from all the available supplementary readers.
3. Individual maps for individual children were selected.
4. Correlated activities were planned with the music, art and physical education departments.
5. Films were ordered from various sources.
6. A weekly newspaper was ordered.

7. Outline wall maps that children worked on as committee projects were selected.

8. Arrangements were made with people who had traveled abroad to give talks to the class.

Pupil-Teacher Planning

1. Planning itinerary without back-tracking to save time and money.
   a. Use of globes.
   b. Use of maps.
2. Planning necessary details before embarking.
   a. Business letter to State Department for additional passport information.
   b. Obtaining deck plan of Queen Mary from Cunard Steamship Lines to choose a reservation.
   c. Business letters to foreign embassies to gather more information such as the restrictions on items to be taken into and out of a country.
3. Plan of skeleton outline.
4. Listing sources of information.
   a. Text and supplementary texts.
   b. School and public libraries.
   c. Magazines and newspapers.
   d. Television and radio.
   e. Tourist agencies.
   f. Embassies in Washington, D.C.
   g. People who had traveled.
   h. Photographs.
   i. Films and slides.

Project

Gathering information. The class room became a laboratory with regular periods of pupil sharing.

The pupil-teacher prepared outline served as the guide sheet for each country or region. The skeleton outline included the name of the country or region and these subtopics:

1. Location.
2. Climate.
3. Physical Appearances.
4. Natural Resources.
5. Industries.
6. Transportation.
7. People.
8. Government.

9. Students were free to add any other topics in which they were interested.

Dynamic use of globes and maps. The class was surprised to learn that if they took the shortest route to Moscow they would start flying northeast, but would be traveling southeast the latter part of the journey.

Jim discovered that one could welcome the New Year eleven times in the Soviet Union.

Harry became conscious of discrepancies in maps. For example, in his collection of railroad time tables he noticed that some states were out of proportion in order to show all the railroads within the state.

Pupil-made maps showed the route they followed in visiting the foreign countries. These included maps of each continent and a world map. Other maps showed famous landmarks in various countries; location of cities where pen pals lived; comparison of latitude and area of our country with foreign countries, as well as comparison of our country with foreign countries as to physical, political, industrial, population, natural resources and trade features.

Pupil-made graphs. Graphs showed the various nationalities in our class, variations of time in the world and resources and industries. Graphs were also made to show the comparison of the area and population of the country studied with our village, state and nation.

Individual notebooks. These included all of each pupil's materials related to the country or region in which he was traveling. They contained: 1. Summary which was the filled-in skeleton project outline shown above. 2. Passport. 3. List of pupil's luggage. 4. Story telling how the student traveled from Oak Park to New York City. 5. Story of the trip across the Atlantic on the Queen Mary. They did everything from feeding the porpoises to playing deck tennis, swimming, eating at the Captain's table and finding romance. 6. A summary or account of the side trips which were taken in each country. 7. The maps and graphs made by the pupils. 8. Related clippings from newspapers and magazines. 9. Photographs, pictures and original drawings. Mary imagined that she had taken the pictures in her notebook and had written her personal comments about them. 10. Unusual items of interest. The Greek alphabet came to life when Tony discovered that his sister belonged to a sorority with a Greek name. 11. Information from Chambers of

Commerce, tourist bureaus and embassies. 12. After the material was assembled, each pupil made his individual table of contents. 13. Original poems.

Bulletin board display and exhibit. One bulletin board included a large map on which the students located their pen pals' home town or city with a pin. A piece of lustro-lace extended from the pin to a small card near the outside border of the bulletin board. On the card the student wrote the name and address of his pen pal and his own name. Many students added pictures of their pen pals to the display.

The pupils arranged exhibits of items made in foreign countries. Many of these items motivated reading.

When the literature which the pupils had requested was received, it was arranged on a special table, to be shared with their classmates.

RELATED ACTIVITIES

Language Arts (Reading, Writing, Listening, Speaking)

1. Writing business letters to get information was fun.
2. Writing friendly letters to pen pals in other states and countries.
3. Writing invitations for the mothers' tea.
4. Writing stories, plays and poetry.
5. Organizing and giving oral reports.
6. Telling and discussing current events.
7. Panel discussions and debates.
8. Planning the program for the PTA by the class and then by committees.
9. Making passports.
10. Reading stories listed in their bibliography.
11. Reading books from public and school libraries.
12. Extended use of encyclopedias, atlases and reference materials.
13. Reading replies from business and friendly letters.
14. Organizing and classifying material.
15. Spelling and using geographical terms.
16. Reading to find out how to costume characters for plays and how to dress dolls for centerpiece on the tea table.
17. Discovering that some words have different meanings in other countries. For example:

in America we say,	in England they say,
sidewalk	pavement
gas	petrol
windshield	windscreen
hood	bonnet
elevator	lift

Arithmetic

1. Time changes. In her story telling how she traveled from Oak Park to New York, Bonnie wrote that she left the Chicago Airport at ten, flew two hours, and arrived in New York at eleven, because she was in the Eastern Standard Time zone. She was elated over gaining the hour but was sure she would lose it on her return trip.
2. Comparison of time for Queen Mary to cross the Atlantic with older ships, the new U.S.S. United States, and with air transportation.
3. Figuring distances between places. 4. Comparison of money.
5. Comparison of our measures with some of the metric imperial equivalents. A few pupils had traveled in Canada, so the Canadian gallon started a lively discussion.

Music

1. Learning songs of foreign countries, such as "John Peel," "Cockles and Mussels," and "De Bezem."
2. Playing foreign songs on instruments.
3. Forming a class band. 4. Learning foreign dances.
5. Accompanying songs and dances.

Art

1. Planning, sketching and painting foreign scenes for back drops for plays.
2. Making dioramas. 3. Designing and making program covers.
4. Painting and drawing foreign pictures and scenes.
5. Making stage properties and costumes for plays.
6. Making a globe in relief for centerpiece for tea table.
7. Making and dressing clothespin dolls as children for centerpiece on tea table.
8. Weaving on looms.

PUBLIC RELATIONS

1. Presenting the Irish skit, "The Emerald Isle" for the PTA.
2. Presenting a program and tea for parents and friends.

3. Baking foreign delicacies at home for the tea.
4. Making necessary introductions at the tea.
5. Ushering for program.
6. Interpreting room exhibit of the year's travel abroad to guests.

EVALUATION OF THE UNIT

The project became self-motivated. The children asked to give reports, have debates and panel discussions.

The unit developed initiative. The students were very interested in adding original materials to their notebooks. They took pride in organizing and classifying the materials in their notebooks.

The students assumed complete responsibility for presentation of programs.

Objective tests given at the close of the study of a region or country helped the children evaluate what they had learned.

Quiz contests similar to those on radio and TV were pupil motivated.

Their frequent use of the first person in their summaries evidenced that they were thinking of themselves as living in the foreign countries that they were studying.

Critical thinking was developed thru comparison of different sources, authors and copyright dates.

Tape recordings were made of reports, debates and panel discussions from time to time to hear individual improvement.

Unsolicited comments from students and parents. Comments from students included:

1. After receiving some information from the Belgian Embassy which included a limited list of luggage that could be taken into that country, one boy remarked, "It's a good thing we repacked our bags; if we had taken everything we wanted to, I'm sure we would have sunk the ship."
2. While studying England, one boy who was very interested in automobiles wrote in his story, "I almost wrecked my Javelin (English car). I can't get used to driving on the left side of the road."
3. One of the girls who kept a daily diary of her trip remarked, "I hope we stay in France a couple more days. I have an invitation to visit the French girl I met on the Queen Mary." She wanted more time to read so she could write up her imaginary visit.

Comments from parents included:

1. "Our whole family has studied geography this year."
2. "My son is so excited about sailing on the Queen Mary that he has the neighbors thinking he is really going."
3. "I've enjoyed reading the literature my son has received."

THE EMERALD ISLE
(Written by a Class Committee)

CHARACTERS

Speaking Parts

Bette, a sixth grade girl
Dick, a sixth grade boy
First Leprechaun
Second Leprechaun

Acting Parts

Wandering Willie, an Irish fiddler
Nora, Willie's friend
Molly Malone, an Irish girl
Molly's Father
Molly's Mother
Molly's Ghost

Group Numbers

Songs
- When Irish Eyes are Smiling
- Wandering Willie
- Cockles and Mussels

Dance
- Irish Lilt

SCENE I

Scene one takes place after school. Bette and Dick are discussing a test. (This can be staged simply by having Bette and Dick come onto the stage in front of the big curtain.)

Bette. Why did that teacher have to give us that test on Ireland tomorrow? Doesn't she realize that my favorite television program is on tonight?

Dick. Just give that teacher a chance; she can spoil anyone's fun.

Bette. Oh well, we might just as well get it over. Let's see now. (Opens geography and starts to read.) It says here that Ireland is the second largest island of the British Isles and that the Irish Free State occupies five-sixths of the island. In 1949 it broke all ties with the British Commonwealth of Nations.

Dick. According to this map the Irish Free State is farther north than Oak Park, but it says here that the lowest January temperature is 37° F. and the highest July temperature is 66° F.

Bette. Gee, their winter is much warmer than ours and it's cooler there during the summer.

Dick. I know why it's warmer in winter. It's the Gulf Stream current that warms the island.

Bette. It warms the western coast of Europe, too.

Dick (Reading) The people are very talkative, witty and imaginative. The country people speak of fairies and wee folk who can bring them good luck or bad luck according to how they are treated.

Bette. Hm! How silly!

Dick. I don't believe in fairies or wee folk either.

Leprechauns (entering). So you don't believe in the fairies and wee folk of Ireland. Perhaps you will if we tell you we're leprechauns from Ireland.

Bette. I don't believe in leprechauns either.

Dick. Neither do I.

First Leprechaun. We can bring you good luck or bad luck according to how you treat us. We can bring you good luck in your test tomorrow if you will come with us.

Bette. How did you know we were to have a test tomorrow?

Leprechauns (motioning to Bette and Dick). Just come with us and you'll see. (Bette and Dick follow leprechauns off stage.)

Scene II

Scene two takes place in rural Ireland. As the curtain opens the members of the class are in small groups on stage singing "When Irish Eyes Are Smiling." The leprechauns lead Bette and Dick onto the stage.

Second Leprechaun. Here we are on the Emerald Isle.

Bette. Emerald Isle—What do you mean by Emerald Isle?

Second Leprechaun. Ireland has very few trees. Less than two per cent of the land is covered with forests, but wherever there is drainage enough to prevent marshes, lush grass grows. This beautiful covering gives Ireland the name of Emerald Isle.

Dick (looking around). It's really very beautiful. Emerald Isle certainly fits the island. (Pausing and looking off stage.) Who's that coming this way?

First Leprechaun. Oh, that's Wandering Willie. The Irish have a song about him.

(Chorus on stage sings "Wandering Willie." Willie enters, playing violin and wanders about stage, finally meeting Nora, whom he escorts off stage.)

Bette. I can see why Willie enjoyed wandering around the countryside among all these picturesque villages and many farms.

Second Leprechaun. Almost one-half of the Irish people live on farms.

Dick. In my reading I learned that an Irish farm is called the place of so many cows, but I was puzzled as to what it meant. Can you tell us?

First Leprechaun. The farmer's chief occupation is raising cattle, so his farm is called the place of cows. Now, if the farmer owns eight head of cattle, his farm is called "the place of eight cows."

Bette. Don't you raise lots of Irish potatoes here?

Second Leprechaun. Yes, they are the most important food of the farmers. Potatoes were first introduced to Ireland from your country, America.

Dick. How do the people who don't live on farms make a living?

First Leprechaun. Fishing is the chief occupation in some of the west coast villages. Deep sea fisheries yield herring and mackerel. Along the coast shellfish are caught. Did you ever hear of Molly Malone who used to sell live shellfish?

(Chorus sings "Cockles and Mussels," while Molly, her father, mother, and ghost dramatize various parts.)

Bette. I saw an Irish jig on television last night. Do the Irish really dance like that?

Second Leprechaun. The Irish are very impulsive and love to dance.

First Leprechaun. I hear music coming nearer and nearer. Listen and you can hear it too. (Music can be heard softly.) Concentrate now, and we'll give you the power to dance, too. (Music grows louder as leprechauns, Bette, Dick and chorus take places for the Irish Lilt. They dance.)

(Chorus dancers leave stage during last step of dance. Bette, Dick, and leprechauns are left on stage.)

Dick. Gee, this has been more fun than watching my favorite television program.

Second Leprechaun. You might be interested to know that English is the spoken language of almost all Irishmen.

Bette. One day in class we made a graph showing the different nationalities represented in our room. Nine of my classmates had Irish ancestors some place in their family tree.

First Leprechaun. Today there are more people of Irish descent in the United States than in Ireland.

Dick. You've made my study of Ireland so very interesting.

Second Leprechaun. We're glad you enjoyed your visit. You can get more information on Ireland from the Irish Tourist Bureau in New York City to guide you on your next visit.

First Leprechaun. You have been very kind to us, so we will bring you good luck in your test tomorrow.

Bette and Dick. Thank you so much.

(Chorus comes on stage to strains of "When Irish Eyes Are Smiling" and sings the chorus. On last two lines the Irish children and leprechauns move slowly back and to left of stage, waving goodbye to Bette and Dick. Bette and Dick move slowly to front and right of stage, waving goodbye to Irish chorus.)

CURTAIN

IS IT ESSENTIAL FOR THE AMERICAN STUDENT TO BE GEOGRAPHICALLY INFORMED?

NEW JERSEY COUNCIL OF GEOGRAPHY TEACHERS

With that as a topic for our essay contest, the New Jersey Council of Geography Teachers called the attention of many school administrators, teachers and pupils to the need for more and better geography teaching in our schools. Many fine papers were submitted by approximately 100 pupils representing 25 or 30 schools. They received, for their thoughtful efforts, more than 300 dollars worth of prizes provided by many interested publishers in the area.

The contest was initiated in the fall when announcements were sent to the heads of all the public, private and parochial junior and senior high schools in the state. Soon after the contest was announced to school administrators a press release was sent to more than one hundred newspapers distributed widely over the state. A copy of the announcement and covering letter as well as the press release may be secured from Professor Adelbert K. Botts.

After the contest had closed and the essays had been judged, the president of the Council, Mr. Abraham Resnick, presented the prizes to the various winners.

Miss Elizabeth Hoffman, twelfth grade, Mt. St. Dominic

Academy, Caldwell, New Jersey received first prize, a complete set of *World Book Encyclopedia* which was presented on class night by Mr. Resnick and a representative of the The World Book Company. Her teacher, Sister Cecile Marie, will receive one year's membership in the National Council of Geography Teachers and a year's subscription to the JOURNAL OF GEOGRAPHY awarded by the National Council of Geography Teachers. In addition, Miss Hoffman won for her school two beautiful classroom wall maps presented by Denoyer-Geppert Company, map publishers.

The second prize was won by Miss Dixie Lee Sutphin, an eighth grader in School Number One, Florence, New Jersey. She was awarded a simplified 12 inch globe in a new type cradle mounting provided by A. J. Nystrom and Company thru their New Jersey representative, Mr. A. B. Bolinder. In addition, she was awarded a Denoyer Student Atlas given by Denoyer-Geppert Company. Miss Sutphin's school was awarded one of the new plastic relief model wall maps of the United States produced and presented by Aero Service Corporation. Her teacher, Mrs. M. C. Wilson, will receive the JOURNAL OF GEOGRAPHY and membership in the National Council for one year as an award from the New Jersey Council. These awards were presented by the New Jersey Council President at a special assembly program.

At another special assembly in Alfred Vail School, Morris Plains, New Jersey, Miss Joan Cronin, a ninth grader was presented third prize, a *Standard Atlas of the World* by Rand McNally Company and *Webster's Student Dictionary* by the American Book Company. Her teacher, Miss Cruser, will also receive a year's membership in the National Council and the JOURNAL OF GEOGRAPHY from the New Jersey Council. Hearne Brothers and Company provided a *Polyconic Projection Wall Map of the World* as an award to Alfred Vail School.

In addition to the prizes mentioned above, honorable mention awards were presented to three students.

Miss Elaine Hill, 12th grade, Alma Preparatory School, Zarephath, New Jersey received a copy of *Hammond's Advanced Reference Atlas* from C. S. Hammond Company, and a *Webster's Student Dictionary* from the American Book Company at her high school commencement exercises.

Mr. Joseph Giannetti, 12th grade, Central High School, Paterson, New Jersey received a *New Reference Atlas of the World* from

Denoyer-Geppert Company, and a *Geography of Europe* from Henry Holt Company.

Mr. James Pleva, a seventh grader in our Lady of The Valley School, Orange, New Jersey won a *Cartocraft School Atlas* from Denoyer-Geppert Company, and a book *Daylight, Twilight, Darkness and Time* from Silver Burdett Company.

The New Jersey Council was assisted by Mr. William R. Stover, President, New Jersey Education Association; Dr. John Brush, Department of Geography, Rutgers University; Miss Aldonna Lapinskas, Department of Geography, New Jersey State Teachers College at Jersey City; and Miss Theodore Apostolocus, Public Schools, Long Branch, who served as judges for the contest.

The officers of the Council consider its project very successful and hope to embark upon some sort of educational venture again next year. Incidentally, each teacher who participated in the contest is to receive free membership in the New Jersey Council for the year 1953-54.

Additional copies of this report may be obtained by writing to the undersigned at Department of Geography, New Jersey State Teachers College, Trenton, New Jersey.

Submitted by,

ADELBERT K. BOTTS, Coordinator for New Jersey
National Council of Geography Teachers.

THE IMPORTANCE OF HUMAN GEOGRAPHY IN SECONDARY EDUCATION TODAY

JOHN WESLEY COULTER
University of Cincinnati

There is actually no single body of knowledge and there are no disciplines that have always been considered fundamental to education. Early education in China emphasized memorizing the Chinese literary classics. The present rulers of China require "brain-washing" and Marxian dogma as part of their curriculum. I visited a school near Macassar in Indonesia to listen to boys in red fezzes chanting in unison a passage from the Koran. Sons of chiefs in the South Sea Islands are taught as part of their education to learn by heart the genealogy of their tribe. Each generation

in each culture is called to select from the past and the present what seems best and most important for the education of today and for the future.

The United States has developed largely in detachment from the rest of the world, for there was enough to do in acquiring, knowing and developing the continent from the Atlantic to the Pacific. American education began with a colonial foundation, developed something distinctive in the early nineteenth century which was expanded in the late nineteenth and early twentieth. During all this time a good knowledge of world geography was not considered necessary for a secondary education.

However, during the few years that have elapsed since the end of World War II, we have seen the tragic—perhaps one may say fatal—results of our ignorance of the outside world. Seven years ago we missed knowing that the situation in China would inevitably lead to communism. We did not know enough about French Indo-China to understand what was happening there. Iran was a name for which we had to search on a map. The way of living of the nomadic population of the Anglo-Egyptian Sudan was just a fairy tale. Yet the United States had and still has a direct interest in every one of these countries. A study of the human geography of Yugoslavia would help high-school boys and girls to understand some of the factors responsible for the people of the country becoming communists: how a mountain population living at a bare subsistence level, with a background of cooperative associations, took on a system of state socialism.

For those who are carried to far-off places in the armed services, geography is a constant comparison between past and present; between the familiar and the unfamiliar; between the United States and the countries where they are on duty. Their experiences in different lands and among strange peoples leave a vivid and lasting memory. How often has a student under the "G.I. Bill" said to me after class, "If I had had one course in Human Geography before I went into the service, how much more intelligent I would have been about the people and places I saw!"

The four decades since the first World War have altered the historic patterns of international contacts characteristic of preceding centuries. Travel on other continents, previously the privilege of only a few—traders, diplomats, scholars, professional soldiers and those able to go for their own pleasure and enlighten-

ment—now is the experience of a host of civilians in uniform, and political, technical and business emissaries, to whom formerly foreign cultures would have remained only names in textbooks. The "G.I.," dazed before the mysteries of a Japanese drama or resting in a German café, the physician working on medical problems in India and the business man attacking economic problems in the Middle East are representative of a new wave of American "innocents abroad."

All these migrations are in a fundamental sense the consequence of the Twentieth Century revolution in communication and transportation which is permitting Americans to satisfy a new interest in other people—how they live and work and think. This change in world relations necessitates a change in the content of secondary education.

A knowledge of the resources of the other countries of the world, as well as of the United States, and of how their peoples use them, is necessary if American business men are to discharge their full social responsibility in these sorely troubled times. To realize the importance of this knowledge we have only to consider the variety of raw materials which modern manufacture requires; the multiplicity of its products; the complicated techniques of distribution; the countless numbers of people affected by its operations; and the large areas covered by its activities.

The study of the geography of the United States and of the world is necessary for the preservation of the American way of life. Living in the United States at present implies contacts with the rest of the world, contacts thru immigrants who preserve home ties, thru imported products consumed, thru markets abroad, thru foreign trade which has helped to preserve a high standard of living for the population.

It was pondering over these matters that prompted the writer to introduce at the Cleveland (1953) meeting of the Association of American Geographers the following resolution:

Whereas

Geography is not generally taught in high schools in the United States, a country now occupying a position of world leadership in which a knowledge of how humankind has occupied and apportioned the globe and utilized its resources is of paramount importance;

A more widely diversified and balanced curriculum for the future leaders of the nation in business and government and for good citizenship in general requires an acquaintance with the geography of our own country and of the world of which we are a part;

Young men and women who serve in our armed forces should have a better understanding of the position of our country and its capabilities, and should have some idea of what ways of living to expect in other countries when assigned overseas;

Our nation does not provide the majority of its young men and women with the necessary knowledge of the geography of the United States and that of other countries and of the world as a whole;

Therefore

Be it resolved that the Association of American Geographers further encourages the Department of Health, Education, and Welfare of the United States and the appropriate non-governmental agencies to call this serious gap in our education to the attention of the National Education Association, State educational associations, school boards, parents, and educators, and to facilitate remedial action.*

Upon public education the security and well-being of our Republic rest. American public schools have the responsibility of raising up a nation of men and women highly literate, accurately informed about their own country and about other countries in the world, as well as trained in the processes of rational and critical thought. If the schools fail in this, then we may expect to see the collapse or defeat of democratic self-government thru the sheer inability of the electorate to grapple intelligently with the complex problems of our international world.

TELEVISING GEOGRAPHY

MILDRED DANKLEFSEN
Western Reserve University

Beginning with the fall term of 1951, Western Reserve University initiated a program of telecourses for college credit. The large number of tuition students and registered auditors taking advantage of this opportunity to further their adult education indicates the value of television in the educational program. For many persons confined to their homes for one reason or another, the televising of college courses broadens the scope of the university and offers its educational services not otherwise possible. The university telecourse audience is distributed over the northeastern section of Ohio and the western fringe of Pennsylvania.

* The above resolution was passed unanimously at the last annual business meeting of the Association of American Geographers.

Station WEWS, Channel 5, has given Western Reserve University free of charge 9:00-9:30 A.M., Monday thru Saturday, for an indefinite period of time. One of the telecourses taught during the winter of 1951-52 was Fundamentals of Geography. The lectures were one-half hour in length and were given three mornings a week for thirteen weeks. The telecourses which began in September, 1952 now conform with the college semester schedule of seventeen weeks.

An advantage to teaching over television is the efficient use of every minute. There are no interruptions that are part and parcel of regular classroom teaching. This course was completed in the time allotted and the regular content presented. This was possible because the lectures were organized, the lessons outlined and blackboard sketches and other visual materials in readiness before beginning each lecture.

THREE GROUPS OF VIEWERS

1. Those who paid tuition, bought the text and atlas required for the course, namely, Kendall, Glendinning, and MacFadden's *Introduction to Physical Geography,* Harcourt Brace, 1951, and the *Goode's School Atlas,* Rand McNally, 1950. In addition, credit students were given the Syllabus, a booklet prepared by the instructor and published by the university. In it the students found the text and atlas asignments, the lessons and directions for home study work, additional content material needed to clarify information in the text, and bibliography for suggested as well as required outside readings. In addition to the weekly written assignments, comprehensive open-book quizzes were sent to the credit students. The final examination was given at Clevèland College, the Downtown Center of the University. Authorized proctors gave the examinations in centers more than fifty miles from Cleveland.

2. Auditors who bought the text, atlas, and syllabus but received no credit for the course.

3. The large audience who tuned in but were neither registered students nor auditors. The majority of these were regular listeners.

EXPERIENCES

Geography lends itself readily to televising. The use of weather instruments, rock specimens, pictures, graphs, globes, maps and blackboard sketches were the visual aids used. The chief dis-

advantage to televising is the absence of color; however, colored maps were used successfully provided they were not finely detailed. The several colors televised into intensities of grays. Maps showing relief by shading were better than the colored hypsometric or layer maps. Shaded maps produced the perspective of the third dimension unusually well on the screen. Information presented on blackboard globe and maps were also depicted clearly. Black and white pictures and graphs televised well, especially if they were on nonglare yellow or light gray paper.

Geography is a natural for television. Particularly, when lectures required special visual aids, letters from viewers followed expressing their interest and appreciation for the course. This response was due in part by the unusual qualities of the television camera. For example, in the showing of the basic rocks and minerals, the camera was focused upon a specimen so that the image occupied the entire screen. Materials and pictures too minute for regular classroom use were thus successfully demonstrated. Much planning and preparation, however, went into the TV course. All visual materials were checked by TV camera before using them in the lectures.

Because of the limited studio space, the instructor had to become accustomed to a small range of movement. The set used for the geography course consisted of a small teacher's desk, two wings about six feet wide from which blackboards were hung, a five-foot wide space between the wings behind the desk. The space in front of the desk from wing to wing was about eleven feet.

Two cameras were alternately used as the cameramen received their instructions from the control room. One was usually focused upon the instructor and the other one upon the visual material presented.

Teaching over TV was at first a difficult process because the students were a part of the unseen audience. The necessity of focusing the eyes on the camera lens would have made it impossible for the teacher to devote any attention to students if they were present in the studio. Learning to make slow and deliberate motions were necessary because the instructor could have easily moved out of the range of the camera or caused the picture to be out of focus. An outline of the instructor's procedure for the lecture and the order of visual aids used were given to the director before the lesson began.

NATIONAL COUNCIL COMMITTEE SURVEY

Always interested in the dissemination of geography, the National Council of Geography Teachers is also concerned in techniques employed in teaching. Televising geography is a new technique recognized by the Council worthy of investigation. A committee was appointed consisting of Eleanor Hanlon, Syracuse University, Ruth E. Baugh, University of California at Los Angeles, and Mildred Danklefsen, Chairman, Western Reserve University to investigate the amount and nature of geography taught over the medium of television. A country-wide survey was conducted early in the summer of 1952 to find out how much geography had been taught over this medium. A survey questionnaire was sent to the chairmen of geography departments of 56 colleges and universities located in or near metropolitan centers, including three in Canada. Thirty-nine questionnaires were answered and returned. It was assumed that the 17 who did not return them had not participated in the televising of geography. Not all centers contacted, however, had TV stations.

The amount of geography given over TV is indeed spotty in the country. Of the universities and colleges surveyed only the following had given one or more geography lectures or talks by professional geographers:

	Times	*Subject*
University of Southern California	1	
University of California at Berkeley	1	Maps and World Affairs
Southern Methodist at Dallas	1	Distribution of Uranium ores and Difficulties of securing them
University of Oklahoma	1	Tornadoes
University of Toledo	1	
Johns Hopkins University	2	
University of Miami	2	
Wayne University at Detroit	2	
State College for Teachers at Buffalo	3	
University of Utah	10	
University of Cincinnati	14	Our Changing Earth (Non-credit)
Western Reserve University	38	Plus one Sunday P.M. University program

Except for Western Reserve and the University of Utah, the geography lectures were given in conjunction with university TV series in which a variety of subjects were presented in the physical and social sciences.

Many of the teachers and school administrators have thought little about the great educational opportunities of reaching a vast audience and of taking advantage of this new medium. As yet only a small number of public schools and colleges have sponsored TV teaching. To sense the reaction of geographers toward TV, here are a few excerpts taken from the questionnaires.

We have "applied for an educational TV channel. Geography cannot escape this responsibility."

"We are very fortunate in not having television. . . . In the event that a station is established, it is most unlikely that we should find any use for it. . . . It is hoped that the members of our Staff will steer clear of this new medium."

"If we are asked to take part, we will."

"If pulchritude alone is a criterion, this geography department naturally expects to assume leadership in future TV developments in this area."

"I conferred with one of the TV program directors when programs were under development but we were not invited to participate."

"A fifteen week series would have been produced recently if time were available but the teaching load in the department was too heavy to assume the burden."

Because geography is a subject little understood or appreciated by most people, including educational administrators and TV directors, and since geographers have not taken every opportunity to sell their subject, it can be readily understood why they have not taken part nor been invited to participate in this new medium. Geography is so timely a subject and there are so few adults trained in even the elementary courses of college geography, that here is an opportunity geographers should grasp. Never before has geography been more sorely needed and appreciated. This was evidenced by the 50,000 or more persons who were regular listeners of the Reserve telecourse in geography.

PROGRAM

ANNUAL MEETING OF THE THIRTY NINTH YEAR
GEOGRAPHY AND CITIZENSHIP

Nov. 27, 28, 1953
Hotel Statler, Buffalo, N.Y.

*The final printed copy of the program will designate places of meeting.
Excursion—Niagara Falls, Reception at Museums, Thursday, Nov. 26.

Friday, November 27, 1953

BREAKFAST MEETINGS 7:30 A.M.–8:45 A.M.

Clark University, University of Chicago, Syracuse University and others.

FIRST GENERAL SESSION—GEOGRAPHY 9:00–10:30 A.M.

Chairman: Henry J. Warman, President, National Council of Geography Teachers.

Welcome—T. R. McConnell, Chancellor, University of Buffalo; Harvey M. Rice, President, State University for Teachers, Buffalo.

Speaker: Armin K. Lobeck, Department of Geology, Columbia University, New York, "The Land and Citizenship"; Earl B. Shaw, State Teachers College, Worcester, Mass., "An American Geographer Looks at Egypt."

OPEN COMMITTEE MEETING—GEOGRAPHY 11:00–12:00

Chairman: Otis W. Freeman, Vice President, National Council of Geography Teachers.

Reports of:

Committee on Still Pictures: Chairman, Mary Jo Read, State Teachers College, Milwaukee, Wisconsin; Byron Barton, Eastern Illinois State College, Charleston, Ill.; Mary Beecher, Traer Public School, Traer, Iowa; and Cyril Stout, Kalamazoo, Michigan.

Committee on Motion Pictures: Chairman, Lyda C. Belthuis, University of Minnesota, Duluth Branch; Mary Louise Jones, Inglewood 4, California; John L. Banks, Jr., Los Angeles 27, California; Robert L. Hamm, Chillicothe, Ohio; Ruth Knight, Detroit, Michigan; Lucille Kenney, Lakewood, Ohio; and Alice W. Magee, North Reading, Mass.

Committee on Television: Chairman, Mildred Danklefsen, Western Reserve University, Cleveland, Ohio; Ruth Baugh, U.C.L.A., Los Angeles, California; Eleanor Hanlon, Syracuse University, Syracuse, New York; Malcolm Davies, Polytechnic Institute, Baltimore 15, Maryland; Kenneth F. Haydon, Armed Forces, San Francisco, California; and John H. Walker, National Geographic Society, Washington, D.C.

Committee on Reading Materials: Helen Mixter, Supervisor, Department of Education, Baltimore, Maryland; Emily Baker, St. Louis, Missouri; Harriet Lee, Librarian, Turlock, California; Zita Mueller, South Bend, Indiana; Eleanor Gover, Kenmore, New York; Ida Lantz, Buffalo, New York; Adelaide Blouch, Lakewood, Ohio; Anna Moengen, Hammond, Indiana; and Mary Louise Fagg, Scott Forsman & Co., Chicago, Illinois.

Committee on Tests: Chairman, Viola Bohn, Junior High School, Bismarck, North Dakota; John J. Astuno, Denver, Colorado; Arthur C. Carthew, Los Angeles City College, Los Angeles, Calif.; Berenice Caspar, State Teachers College, Trenton, New Jersey; Robert S. Funderburk, Central Washington College of Education, Ellensburg, Washington; and Lynn H. Halverson, No. Michigan College of Education, Marquette, Michigan.

LUNCHEON MEETINGS 12:30–2:00
(open to all members)

Luncheon A—"Urban Geography and City Planning"—Time: 12:30–2:00.

Presiding: Otis W. Freeman, Vice President, National Council of Geography Teachers.

Speaker: Peter H. Nash, Director, Planning Department, Medford, Massachusetts.

Discussion Leaders: Alfred H. Meyer, Valparaiso University, Valparaiso, Indiana; and James E. Vance, University of Arkansas, Arkadelphia, Arkansas.

Luncheon F—"Surveying Curriculums and Courses of Study in Geography"—Time: 12:30–2:00.

Presiding: Henry J. Warman, President, National Council of Geography Teachers. Recorder: Elizabeth Eiselen, Wellesley College, Wellesley, Massachusetts.

Panel Members: Lillian E. Worley, Chairman, Committee on Geographic Education in Secondary Schools; Herbert H. Gross, Chairman, Committee on Research in Geographic Education; Byron K. Barton, Chairman, Committee on Teacher Preparation and Certification; G. David Koch, Chairman, Committee on Geographic Education in Elementary Schools; and Norman Carls, Chairman, Committee on Promotion of International Understanding.

FRIDAY AFTERNOON SECTION MEETINGS

Section E.: "Developing Map Skills as an Aid to Geographic Understanding"—2:30–4:15.

Participants: Members of Social Studies Yearbook Committee and Map Committee of National Council of Geography Teachers.

Clyde F. Kohn, Northwestern University—"Ability to Read Directions and Compute Distances."

Mamie Anderzhon, Oak Park, Ill.—"Locating Places on Maps and Globes."

John Hofer, Denoyer-Geppert, Chicago, Ill.—"Expressing Relative Location."

Adah Flemington, New Trier Township High School, Winnetka, Ill.—"Reading Map Symbols."

Herbert Gross, Concordia Teachers College, River Forest, Ill.—"Correlating Patterns and Making Inferences."

Secretary and Recorder—Margaret Chew, Chairman, Map Committee, National Council of Geography Teachers, State Teachers College, La Crosse, Wisconsin.

Section F: (Group A)—"Geographic Education in Elementary and Secondary Schools" 2:30–4:15.

Presiding: Thomas F. Barton, Editor, JOURNAL OF GEOGRAPHY, Indiana University, Bloomington, Indiana.

Participants: Members of Committee on Geography in Elementary Schools; G. David Koch, Marion Seibel, Harriet Long, Virginia P. Schauer, Edith V. Walker, Neva McDavitt, Peter Sardo, Grace Starlin. In Secondary Schools: Lillian E. Worley, Halene Hatcher Visher, Ina C. Robertson, Frances Hanson, Flora Dutcher.

Interrogator: Zoe Thralls, University of Pittsburgh, Pennsylvania; George T. Renner, Columbia University, New York.

(Group B)—"Geographic Education in Colleges and Universities" 2:30–4:15.

Presiding: M. Melvina Svec, State University for Teachers, Oswego, New York.

Participants: Members of Committee on Teacher Preparation and Certification: Byron K. Barton, John Reith, Ralph Olson, Olive C. Fish, Annice Elkins.

Members of Committee on Research in Geographic Education: V. Calvon McKim, Eleanor Wiegend, Carol Brumby.

Interrogators: Mary Viola Phillips and John C. Finney.

GAMMA THETA UPSILON MEETING (MEMBERS ONLY) 4:15

Officers: President, George S. Corfield; Vice President, Arthur Watterson; Secretary, Edna Gueffroy; Chairman Loan Fund, Hettie Blythe.

Excursions; Tea; Exhibits; Soils Display, Textbooks, Maps, and Graphic Devices.

SECOND GENERAL SESSION—GEOGRAPHY
Joint Banquet Time: 7:30

Speaker: Joseph E. Johnson, President, Carnegie Foundation For International Peace.

Awards and Prizes: Isaiah Bowman Prize, Cora P. Sletten Prize, Elementary Geographic Education Prize, Distinguished Service Award.

SATURDAY BREAKFAST SESSIONS
State Coordinators—Geography. Time: 7:30–8:45

Presiding: Mamie Anderzhon, 2nd Vice President, National Council of Geography Teachers.

THIRD GENERAL SESSION
Joint Meeting

Presiding:

Speaker: Victor Roterus, Chief, Area Development Division, Office of Industry and Commerce, "Resource Use: Status and Problems."

Interrogators: Sigismond Diettrich, University of Florida, Gainesville, Florida, and Jewell Phelps, Peabody College for Teachers, Nashville, Tennessee.

SEVENTH ANNUAL GENERAL ASSEMBLY—GEOGRAPHY 10:45–12:15

Presiding: Henry J. Warman, President, National Council of Geography Teachers.

Our Thirty-Ninth Year: Ina C. Robertson, Secretary, National Council of Geography Teachers.

Financial Status of the National Council: John H. Garland, Treasurer, National Council of Geography Teachers.

Plans for the Future: Zoe Thralls, Chairman, Planning Committee; Earl B. Shaw, Loyal Durand.

A New Administration: Kenneth J. Bertrand, Chairman, Nominating Committee; G. David Koch, Loyal Durand.

Resolutions Committee: George J. Cressey, Chairman; John Reith, Melvina Svec.

New Business

Announcements

SATURDAY LUNCHEON MEETING 12:30–2:15

Presiding: Dorothy McClure Fraser, 1st Vice President, National Council for the Social Studies.

Speaker: Samuel Van Valkenburg, Director, Graduate School of Geography, Clark University, "The Near East—Problems and Potentials."

2:30–4:00

Audio Visual Methods and Materials, Field Trips, Displays.

GEOGRAPHICAL PUBLICATIONS

Abridged Elementary School Atlas, H91, by L. Philip Denoyer. Denoyer-Geppert Company, Chicago 40, Ill., 1952. xxiv pages with 16 maps. 60 cents.

One reads in the preface of this work that "It is the purpose of this abridged elementary school atlas to present a few maps that will be helpful to teachers and pupils in elementary and secondary schools. . . ." The value is to be found in the use of this volume with current textbooks in the Social Studies which do not have adequate maps showing location of places discussed.

A valuable aid to many users, especially those without preparation in geography and map reading, is the discussion entitled "Reading the Map." This introductory material, written in very simple style and presenting nineteen illustrative figures, covers such topics as "Colors, Relief or Elevation, Scale, Latitude and Longitude, Direction, Symbols Used on Maps, Map Projections."

Another aid to the person lacking the proper foundation is the "Short Study of Each Map." This is a discussion of the geographic relationships which may be deduced from a knowledge of the map together with pertinent questions relating to the map.

Twelve of the maps, constituting the majority of those given, are physical-political. Six of these cover North America and the United States by sections, the other six treating other continents and major countries. Two maps give the population density of the World and United States. One is a political map of the Pacific Ocean and one is a World Commercial.

The format, 9 x 11 inches, renders this a convenient book on the student's desk. Another commendable feature is the excellent execution of the maps, including color, accuracy, lack of crowding of detail, explanatory legend and legible type.

This atlas should be useful for those wanting a simple but well-constructed reference. It is probably most useful for those children beginning the study of geography or the social studies.

CYRIL L STOUT

Western Michigan College of Education
Kalamazoo, Michigan

William O. Steele. **The Buffalo Knife.** Harcourt, Brace and Company, New York, 1952. 174 pages, 11 black and white illustrations by Paul Galdone. $2.25.

A buffalo knife. A buffalo knife in a leather sheath with a handle made of buffalo bone. Andy never dreamed of such a treasure until he was old enough to be a Long Hunter like Uncle Az. Mr. Steele offers the reader a subtle interpretation of the pathos and heartbreak of a ten year old who has lost a most cherished possession. All the excitement and thrill of a thousand-mile trip from the Holston River Settlement to the French Salt Lick is overshadowed by the secrecy of his loss.

This is a story of two pioneer families moving westward to new lands. It is vivid in its description of travel, by flatboat, on an untamed river thru hostile Indian territory. It tells us about stealthy hunts for fresh meats into the forest areas along the river banks and of fearless rescues from the treacherous rapids of the Tennessee.

The author's graphic description of the geography of the Tennessee Valley area, with his able use of early and currently used place names, makes it easy to trace Andy's trip on our maps. This story is highly recommended for supplementary reading in the

upper intermediate and early junior high school grades. Mr. Steele gives us a story that all boys and girls, young and old, will love.

Helen Mixter

Department of Education
Baltimore, Maryland

Anne M. Goebel, John B. Heffelfinger and Delore Gamon. **Kansas Geography.** State Board of Education, Topeka, 1948. 136 pages, 197 pictures, illustrations, maps and index.

This is an elementary textbook written by three Kansas educators, one a geographer and two administrators. The book is designed to provide teachers and students in the elementary school interesting and authentic information about the state of Kansas.

The introductory chapter attempts to develop for the child the concept of Kansas as an area in four dimensions, length, breadth, depth and height. This concept is compared with that of Coronado and the early explorers.

The Table of Contents gives the reader the plan of development. Part I, entitled Across Kansas on Highway 50, points out the east-west differences in the state. Part II deals with the Climate. Part III considers the Water Supply and Part IV the Transportation. Part V provides an overall picture of Agriculture, dealing with the cereal crops, other crops, such as alfalfa, potatoes, sugar beets as well as the live stock and poultry production. Both irrigated and unirrigated crops are emphasized. Part VI, entitled Mineral Resources, shows the varied mineral wealth of the state. Part VII considers Manufacturing as a major industry while Part VIII discusses Kansas Woodlands. Part IX describes the varied scenic aspects of the state and Part X deals with Cities of the state. Part XI, the last section, is entitled Of Interest to Kansas and deals with such items as the State Creed, the State Seal, State Flower, Education Facilities and Historic Landmarks. At the close of the book there is a classified list of all pictures, tables, graphs and maps. There is an index.

In the main the material in the text is presented in an interesting, readable style. In any future revision of the book it might be well to give attention to an improvement in sentence structure and the selection of geographic terminology more acceptable in formal writing. At the close of each chapter there are aids, helps and problems suggested, most of which are thought provoking. On page 11, items 5, 11, and 13 and again on page 89, item 5 we find mere statements of facts and no specific direction for the child.

The book is well supplied with maps, mostly black and white. Three colored maps on population and rainfall and a physical-political map are included but are placed in the middle of the text on the chapter on Minerals. Would it not be better to place these maps with the sections dealing with these concepts?

The book should be welcomed by elementary teachers in the state of Kansas.

Ina Cullom Robertson

State Teachers College
Valley City, North Dakota

Irwin T. Sanders, Joseph P. Schwendeman, Richard B. Woodbury and others. **Societies Around the World.** The Dryden Press, New York, 1953. 2 vols. Vol. 1, 528 pp., Vol. 2, 608 pp. $5.90 each volume.

Half a century ago Professor McMurry of George Peabody College for Teachers advocated intensive study of a few major projects in place of a skimpy study of a large number of topics. Now a group of six faculty members in geography, anthropology and sociology at the University of Kentucky has prepared a one-year course in social

science in which only six major examples of societies in the world are discussed. The textbook is in two volumes. The first volume describes the Eskimo, Navajo and the Baganda of Africa. Volume two describes the Chinese peasant, peoples of the Cotton South and the English Midlands.

In their descriptions of each of the six societies the authors largely depend on numerous quotations from books and articles by authorities who have published books about the geography and other characteristics of the six societies. Selections from the writings of 122 authors have been used. These have been tied together in a logical manner by brief textual matter.

Societies Around The World is well printed and interestingly arranged. One map and a few halftones are inset with each of the six society sections. The volumes are valuable for reference and are recommended for geography and general libraries. The book is a unique departure from the conventional textbook on world geography.

OTIS W. FREEMAN

Eastern Washington College of Education

Fourteen Men. The Story of the Antarctic Expedition to Heard Island, by Arthur Scholes. New York, E. P. Dutton Company, 1952. $4.50.

During 1947 there was a period of great activity in exploration of a little known part of the Antarctic. Australian expeditions re-occupied three relatively remote islands in the Southern Ocean—Kerguelen, Macquarie and Heard islands, while the Union of South Africa carried out similar work on Marion and Prince Edward Islands.

Fourteen Men is an exciting account of the expedition to Heard Island, written by an experienced journalist who was at great pains to keep a full record of events as they took place. Heard Island is a mountainous, ice covered island only about 25 miles long lying in approximately 53° South Latitude about 2400 miles from Western Australia. In the days of sailing ships it was near to the Great Circle course from Atlantic to Pacific south of Cape of Good Hope and was frequented by sealers. Lying as it does in the direct course of numerous westerly gales it has since been neglected. The main purpose of the 1947 expedition was to establish a first order weather station and carry out various scientific tasks. The author describes the hair-raising difficulties met in trying to land on the island and transfer to it the buildings and supplies. Once onshore there was an almost continuous battle with strong winds, and in winter with heavy snowfall. As is not unusual on polar expeditions, the equipment supplied was not always suitable. Some of the pre-fabricated huts had been designed for use in New Guinea. Fortunately other huts which had been designed for wartime use in Alaska reached Australia in error, and proved excellently suited to Heard Island.

Scientific work of the well-chosen party included mapping the island, and climbing some of its volcanic peaks, study of the wildlife, regular observation of cosmic rays, as well as the usual weather recording required of a first-order weather station. There was an almost continuous procession of violent storms, during one of which the barometer dropped 1½ inches in 24 hours to reach a record low of 27.79 inches at sea level. Winds of 100 miles an hour were not unusual.

During their 15 month stay on the island the party maintained regular radio contact with Australia, and using a small amateur transmitter kept in touch with many other parts of the world. One conversation was held with Fort Simpson in the Canadian subarctic, and a regularly scheduled chess game was carried on for many months with the South Africans on Marion Island.

Fourteen Men is entertainingly written and also contains a most useful record of scientific accomplishments. The photographic illustrations are very good. The one map of Heard Island is so poorly drafted as to be at time illegible. There is no index.

TREVOR LLOYD

Dartmouth College

BOOKS AND PAMPHLETS RECEIVED

John L. Myres. **Geographical History in Greek Lands.** Oxford University Press, New York, 1953. ix and 381 pages with index and 12 plates. $7.00.

Goebel, Heffelfinger, Gammon. **Kansas . . . Our State.** Kansas State Board of Education, Topeka, 1952. viii and 174 pages with illustrations and index.

Thomas & Crisler. **A Manual of the Economic Geography of the United States.** Educational Publishers, St. Louis, 1953. 162 pages with 52 maps. $4.50.

L. Dudley Stamp. **Africa: A Study in Tropical Development.** Wiley and Sons, New York, 1953. vii and 568 pages with illustrations, index and statistical summary. $8.50.

Watson Smith. **Kiva Mural Decorations at Awatovi and Kawaika-a.** Peabody Museum, Cambridge, 1952. xxi and 363 pages with 92 figures and illustrations.

Malcolm Davies. **A Geographic "Gadgeteer."** Balitmore City Board of Education, Baltimore, 1951. viii and 117 with charts, bibliography and index and appendices.

Herbert Townsend. **Our America.** Allyn and Bacon, Inc., New York, 1953. vi and 218 pages with index.

About India. Embassy of India, Washington, D.C., 1953. 36 pages.

J. N. L. Baker. **A History of Geographical Discovery and Exploration,** Rev. Edition. British Book Centre, Inc., New York, 1953. $3.25. 553 pages with maps.

Norman J. G. Pounds. **Europe and the Mediterranean.** McGraw-Hill Book Company, Inc., New York, 1953. vii and 437 pages with maps and photographs and index. $6.00.

Charters of Freedom. National Archives and Records Service, Washington, 1952. 11 pages. $0.25.

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